
**ARCHITECTURAL VOCABULARY AS INSPIRATIONAL ELEMENTS OF
MULTI-PURPOSE DESIGN COURSES (CASE STUDY OF FORMS AND
MODELS COURSES IN THE DEPARTMENT OF INTERIOR DESIGN,
TAIBAH UNIVERSITY)**

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Abstract

The models and models course is one of the multi-purpose courses that can be added to the student of the Interior Design Department as it allows the student to feel the mass, void, texture and materials and enables her to express the architectural details and internal spaces as the goal of the course as mentioned in the course plan is to provide the students with knowledge, skills and work techniques Models and models with a focus on developing thinking skills in design through stereoscopes and using the computer in preparation, implementation and mastering the skills that enable students to prepare and implement an integrated model for an applied project.

Keywords

Architectural Vocabulary, Multi-Purpose Design, Interior Design, Taibah.

Introduction

Throughout the course of study and ends with the end of the course and with reference to the course description This course deals with the study of techniques and methods of working models and models as one Methods of visual communication in interior design for the preparation of the model, how to translate drawings into parts of the model, as well as during the study of the types of models, the operational steps, tools, equipment and materials that are used in the preparation of the models and the implementation of the various techniques for making the models and the work of the site. The course is taught over a period of 15 weeks The number of practical hours in it is 30 hours Work in the stereotype begins from the sixth week until The end of the fifteenth week.

Research Problem

Is the designer's use of his manual skills to express the details of architecture can increase his ability to solve problems and develop his design idea? How can a model course be developed to achieve multiple goals in addition to the goals mentioned in the course plan?

- Course models and models

The course was taught within the interior design program for the year 1440/1439 corresponding to 2019/2018, with a total of 45 hours, and the theoretical content topics were covered, presented in the work of models and models, the figures and visual communication. The tools

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and equipment used in the preparation of the figures, the materials used in the preparation of the figures and the characteristics of each of them. The types of the models, the operational steps for preparing the figures, how to translate the drawings into the parts of the models, the techniques of making the models (scale - cutting - installing the adhesive parts, etc.).

As well as 3D modeling techniques for curve-shaped designs, site work, stereoscopic topography and design work

Interiors in furniture sculptures -1- Supplements. Etc.) design thinking skills through stereoscopic use of computers in preparation and implementation. The list of practical topics included a presentation of the stages of the collective project implementation of an internal and external architectural model, an analysis of stereoscopic models and their role in visual communication. On the use of tools and equipment used to prepare the figures; . Training on the use of different materials in the preparation of primary models, preparing a group search for the models for the project, the three-dimensional preparation and translating the drawings into parts of the model, starting the steps, implementing the techniques of making the models, the scale, the shear, the installation of the adhesive parts, etc.). Deliver

3D modeling techniques for designs with curved shapes. Execution of site works and topography in stereoscopic Design of interior design works in stereoscopic (furniture - furnishings - supplements ... etc.). The final touches in the work of the figure. Course plan The course plan was completed, the architectural facade project was presented despite its absence in the description, due to the course professor's desire to address the problems and various architectural details and to replace the collective research required in the course's plan about the models, as well as the training for the use of various tools and materials and their application in the project. A questionnaire was conducted to find out the extent of student satisfaction The project and the problems that they faced during the implementation. Then the second project was launched, which is a group project: full-details implementation of a residential villa with a garden

The first project: the architectural façade: The course professor left the options free for the students to choose a traditional architectural façade and did not specify a specific style until an exchange of experience between them and the variety of the final product, as well as no fixed drawing scale was specified and was chosen based on the actual size of the building to match the sizes of the projects in the final exhibition. The facade was painted with a suitable scale, then the appropriate material was chosen for each project based on experiments and color samples to achieve the texture and shape of the building. The materials varied between

balswood and ceramic clay. Some pieces of the house were recycled and reconfigured, and the details were done individually and then assembled in the final stage based on Color experiments and samples to achieve the feel and shape of the building and the raw materials varied between bals wood and ceramic dough. Some pieces of the house were recycled and reconfigured, and the details were completed individually and then assembled in the final stage based on experiments and color samples to achieve the texture and shape of the building. The materials varied between bals wood and ceramic clay Some parts of the house were recycled and reconfigured, and the complete details were worked out individually and then assembled in the final stage

Results

- 1- Adding the experience of the heritage architectural façade project to a course on models and models working on developing problem-solving skills and developing the innovative sense of the students of the Interior Design Department, as the results of the questionnaire showed.
- 2- The experience enhanced the students' experience in dealing with raw materials and recycling various parts to be used in the details of the model.
- 3- She encouraged the students to produce a marketable, applied product.
- 4- The diversity among the project models has enriched the experience and exchanged experiences among the students.

Recommendations

- 1- Modifying the models and models course plan in the interior design program and adding an architectural interface project to generalize the benefit that was achieved in this experiment, adding the number of credit hours to the course in order to match the amount of effort required in implementing the course.
- 2- Providing laboratories appropriate to the nature of the course and providing laser machines, printers and implementation workshops. . Providing technicians to assist students in implementing and supervising machines to take into account safety standards.
- 3- Transferring the course from the seventh level to the fourth level because the course requires effort and a long time, which doubles the burden on the seventh level students before graduation.
- 4- Adding a module Models and Models 2 as an optional subject to develop the skills of female students who have gone crazy with a desire to develop their skills and deal with more complex projects.

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